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ABSTRACT

Designed for teachers of one-semester courses in health education at the high school level, this course guide helps students develop self-awareness of lifestyle choices through the use of self-assessments. Emphasis is placed on assuming responsibility for health status, maintaining and improving stress reduction techniques, and understanding how health and/or susceptibility to disease may be a function of physiological resources and lifestyles. Four units of study on various aspects of stress are presented. Each unit begins with an overview of instructional strategies and major concepts, followed by a Daily Activities Chart listing student schedules and resources. Appendices contain introductory lectures, student exams and lecture sheets, student handouts, and references. (CB)

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HL 51

"Health: Putting Yourself in Charge" - Practices for A Healthier You

Course Guide

Office of Instructional Services/General Education Branch □ Department of Education □ State of Hawaii □ RS 86-9344 (Rev. of RS 85-8026) □ March 1986

FOREWORD

This guide is designed for teachers who will be teaching a one-semester course in health education at the high school level. HL51 Health: Putting Yourself in Charge (Practices for a Healthier You) is included in the Foundation Program's Authorized Course and Code Numbers (ACCN) as a minimum elective for grades ten, eleven or twelve. The major purpose of this course is to develop awareness of lifestyle choices through the use of self assessments and to motivate students to assume responsibility for their health status. Instructional emphasis is on preparing students to maintain and improve their stress reduction techniques; to understand how their health and/or susceptibility to disease may be a function of their physiological resources and lifestyles.

This guide is organized into four units of study. Units begin with an overview of instructional strategies and major concepts, followed by a Daily Activities Chart listing the students schedule and resources needed.

Training is available to implement this course through the Office of Instructional Services. Effective implementation of this course will contribute to students assuming responsibility for the protection and improvement of their health and the health of their family and community.

Francis M. Hatanaka
Superintendent

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INTRODUCTION

The youth of today face a world filled with division and stress. Competing values, technological changes, environmental pollution and the developmental stresses of adolescence tax the young person's ability to cope. And in the final analysis, it is the adequacy of one's coping strategy that determines personal effectiveness and endurance. One could even go further and make a prediction that individual coping skills will play a large part in determining both the length and quality of life that each student will experience. Maladaptive coping strategies are likely to shorten one's life span and diminish the quality of life; possibly, leading to disease and/or death.

This course guide HL51 Health: Putting Yourself in Charge (Practices for a Healthier You), is designed for a one-semester high school minimum elective course. It is multidisciplinary in nature and includes concepts and skills from a variety of disciplines, including psychology, sociology, physiology, nutrition, and applied areas of health education, physical education and career education.

In their discussion on "Chronic Stress in Children and Adolescents", Carl E. Thoreson and Jean Eagleston inform us that "children and adolescents, as a first step, need to understand how their health and welfare, and indeed, their susceptibility to a broad range of diseases is in large part, a function of the resources they have to draw upon."

They feel it unfortunate that one of the "major shortcomings of Health Education programs has been their excessive reliance on providing information to students based on the assumption that this information will then be acquired and successfully used by the student in promoting their physical and mental health." They go on to state that "in the area of chronic stress, informing students, for example, about the values of learning how to relax, of having close friends, and of changing ones self-talk will generally be ineffective unless students already know know to do so and we suspect that many do not. Thus, in the area of resources, educating students of all ages requires more than informing them about chronic stress and its consequences. Unfortunately, to our knowledge there is currently little being done in elementary and secondary education to even inform students about chronic stress and its intimate connection to disease as well as to health and well being." HL51 Health: Putting Yourself in Charge (Practices for a Healthier You), is designed to change this situation by informing students about the results of chronic stress, and by helping them to master and through practice to apply a variety of stress reduction techniques in their daily lives.

Interdisciplinary science has established beyond doubt that it is the function of the mind/body as an integrated unit that maintains health and well being. Fragmentation and disruption of these harmonious psychophysical patterns degrade the quality of life and will eventually cause illness. Young people today may be accumulating the effects of stress without overtly developing outward physical symptoms for years. However, by the end of the basic twelve-year educational period, many are approaching adult levels of stress disorders. Because the effects of stress and disruptive influences are subtle and cumulative, awareness must begin early in the educational process.

The current and future needs of students demand a more active, experiential curriculum than has traditionally been presented. The need for new approaches, like lifestyle analysis and lifestyle planning, arises from a number of social changes and situations students are now experiencing. Among the changes are the rise of the holistic movement, the increased cost of medical care, and research that links life - stress - disease and death.

PURPOSE AND OBJECTIVES OF THE COURSE

The purpose of the course is to develop awareness of lifestyle choices and to motivate students to assume responsibility for their health.

The objectives of this course are to help students achieve the following:

- Develop awareness of major health problems that stress can generate and of the need to avoid or manage excessive stress levels.
- Identify and explore available resources/techniques to deal with stress.
- Demonstrate increasing responsibility for protection and improvement of their health through development of life plans.

OVERVIEW OF COURSE

The content of this course includes basic concepts, information and skills in the following areas:

1. Relationship between stress and disease.
2. Lifestyle analysis (through health self-assessments).
3. Resources for stress reduction:
   - Physiological (including diet/nutrition, exercise, breathing, relaxation, biofeedback).
   - Cognitive (including affirmation, refuting irrational ideas, thought stopping and assertive training).
   - Environmental (including adaptation, social engineering, time management, coping skills, goal alternative training, etc.).
4. Life Planning skills.
   - Orientation (i.e., planning, anticipating and evaluating events, etc.).
   - Interpersonal/Relational (i.e., friendship, commitment, etc.).
   - Social and cultural (i.e, socio-economic, family background, etc.).

NOTES TO THE TEACHER

This guide examines basic concepts, information and resources for stress reduction in four units of study. Instructional emphasis will be the preparation of students to maintain and improve their stress reduction techniques; to understand how their health and/or susceptibility to disease is a function of their physiological resources and lifestyle.

Each unit begins with an overview of the major concepts and teaching strategies and resources, followed by a suggested unit outline. Finally, for the teacher, procedures and resources are listed on charts for easy reference. The Appendix contains lectures, exams, study guide worksheets and references.

Although specific materials are recommended for use with the course guide, refer to Approved Instructional Materials (AIM) lists for updates of course resources.

Organizational patterns include large and small group sessions and independent study assignments. Strategies include values clarification, decision making and inquiry processes together with information acquisition and concept and skill development. Activities are designed for students of diverse abilities.

Finally, a word about grading students in this course is appropriate. Test scores, student participation in class discussions, quality of performance on homework and special assignments and reduced stress levels as measured by the stress scales should provide ample criteria for grading. Unit tests are provided in this guide but these tests should not constitute the largest share of the students' grade.

UNIT I

What Is This Thing Called Stress or Nobody Told Me There Would Be Days Like These

UNIT I: WHAT IS THIS THING CALLED STRESS?

or

NOBODY TOLD ME THERE WOULD BE DAYS LIKE THESE

Overview of Instructional Strategies and Major Concepts

This unit of twenty (20) instructional hours introduces the student to the concepts of lifestyle planning, stress and disease, and the role individuality plays in relation to both of these areas. Information, facts and life experiences create awareness within the individual. This unit proposes to present factual information, concepts, and life experiences that will lead the student to self-understanding and to the practice of a healthier lifestyle. Specific concepts included, but not limited to the following are: stress, eustress, distress, holism, disease, wellness, mind-body relationships, fight or flight syndrome and General Adaptation Syndrome.

The major purpose of this unit is to motivate the student to assume responsibility for his or her own health status.

The basic introductory concepts are covered by utilizing teacher lectures, student readings, filmstrips, tapes and class discussions. The audio-visual resources chosen to introduce this course have been selected because they feature adolescents dealing with stress in modern day settings. Specific concepts and the vocabulary of stress are illustrated in a meaningful fashion and teenagers can easily identify with the terms and concepts when they see them portrayed in the life of a peer.

The author of the student textbook, Controlling Stress and Tension, has included a number of meaningful self-assessments. If the student is to do any kind of lifestyle planning these experiences at self-assessment are vital.

The work of pioneers in the field of stress research, such as Dr. Cannon and Dr. Selye, needs to be emphasized. Recent research findings on lifestyle-stress and disease will also be studied in this course.

Several stress management strategies will be studied and practiced in-depth in subsequent units. It is important to view these first suggested strategies in unit one as just a part of a more complete picture which will develop through the whole course.

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Remember, there are basically three ways to break the stress syndrome. These include: cognitive, physical (physiological) and environmental strategies or resources.

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DAILY ACTIVITIES CHART

DAY	TEACHER LECTURE AND CLASS DISCUSSION	TAPES/FILMSTRIPS	STUDENT READINGS	SURVEYS/VISUALS OR OTHER ACTIVITIES	SELF ASSESSMENTS
1	Introductory Lecture #1 All the Wrong Answers		Controlling Stress and Tension, Chapters 1-5	Student Bulletin Board Assignment	
2	Class Discussion	Paul's Problems 11:55 minutes	Introduction, Chapter 1	Sources of Stress... (worksheet survey)	
3	Class Discussion	Karen's Problems 11:43 minutes	Chapter 2		
4	Class Discussion	Daniel's Problems 13:21 minutes	Chapter 3	Student assignments Stress without Distress	
5	Class Discussion	Managing Stress 12:36 minutes	Chapter 4	Student assignments Analysis of Sources of Stress	
6	Class Discussion Managing Stress Anxiety	What is Stress? 14:00 minutes	Chapter 5		
7	and Frustrations	Stress and the Body 13:00 minutes			
8		Stress without Distress Evaluation of...Concepts			
9		or Chronic Stress: A Major Health Hazard			
10	Class Discussion Conceptual Review			Concept Review - Exam from Reading	
11	Lecture #2 Wellness Concept				Student Personnel Health Assessment and
12	Class Discussion				Health Satisfaction Scale
13	Class Discussion (Wellness Index)				Wellness Index
14	Class Discussion (Wellness Index Analysis)				Wellness Index Analysis
15	Class Discussion Conceptual Review				Optional: Health Risk Index or
16	Special Student Reports/Discussion				Test Well, A Self-Scori Wellness Assignment
17	Special Student Reports/Discussion				
18	Special Student Reports/Discussion				
19	Review/Summary Unit One				
20				Unit Exam for Unit One	

PROCEDURES	RESOURCES + Teacher * Gifted Student ** "Learns by Doing" student *** All students
DAY 1	
Begin the first day with a teacher lecture on the following concepts: • cost of stress-related diseases • level of maladaptive coping • suicide • six basic concepts of the course	+ Lecture #1 "All the Wrong Answers" (see Appendix A)
Assign homework activities:	
1. Have students read (or listen to the tape) and report (written and to the class orally) on Selye's concept of "the philosophy of gratitude." Ask what this philosophy is based upon and how can it help one to cope with the stress of life.	* Stress Without Distress, Dr. Hans Selye, from library or The Brain, Stress Management Series (see reference in the Appendix D)
2. Have students search through newspapers and magazines for photos depicting stress and stress reactions. Let students design a bulletin board in class so all students may be aware of the "look" of positive (eustress) and negative (distress) stress. This will provide experience in identifying the physical symptoms of stress, the location of stressors, and the sources of stress.	** Newspapers, magazines, bulletin board supplies.
3. Have students conduct a survey of classmates that identifies the sources of stressors in their lives. To facilitate this process have them use the student survey forms provided and prepare charts and other visual aids to show a class profile.	** Activity #2 - Sources of Stress in My Life (worksheet - see Appendix C) Analysis of sources of student stress (worksheet - see Appendix C)
4. Have all students begin reading the Preface, Part I and Chapters 1 to 5 in their textbook. These readings should be completed by class session six. One chapter a day is the recommended pace.	*** Controlling Stress and Tension, pp. 1 to 51.

PROCEDURES

RESOURCES

\+ Teacher
* Gifted Student
** "Learns by Doing" student
*** All students

DAYS 2 to 5

On the following days, show one of the filmstrips from the series Teenage Stress (#61400 Barr Films, c. 1981) followed by discussion or suggested activities from the Teacher's guide for the filmstrip series.

Day 2 - "Paul's Problems" (96 frames, 11:55 minutes)
Use Teacher's guide, pp. 6-7 for discussion.
Day 3 - "Karen's Problems" (100 frames, 11:43 minutes)
Use Teacher's guide, pp. 9-10.
Day 4 - "Daniel's Problems" (120 frames, 13:21 minutes)
Use Teacher's guide, pp. 12-14.
Day 5 - "Managing Stress" (103 frames, 12:36 minutes)
Use Teacher's guide pp. 14-16.

These resources will help teenagers to recognize and begin to deal with stress in their own lives. The student will learn about five stress management strategies which should be discussed with reference to stress reduction resource categories (cognitive, physical, environmental).

*** Teenage Stress filmstrips; sound filmstrip projector

\+ Teacher's guide from Teenage Stress by Dorothy McKissack

DAYS 6 to 10

During week two, another filmstrip series is recommended for background information. Use Part One: "What is Stress?" (77 frames, 14:00 minutes) to help further illustrate the important function of 'individuality' in the stress formula (stressors + individual make-up = stress). Begin by putting this formula on the chalkboard before showing the filmstrip. A good set of review questions can be found on pages 12 to 14 in the teacher's guide.

*** Managing Stress, Anxiety and Frustration, by Human Relations Media; sound filmstrip projector.

\+ Teacher's guide for Managing Stress, Anxiety and Frustration

PROCEDURES	RESOURCES + Teacher * Gifted Student ** "Learns by Doing" student *** All students
Part Two: "Stress and the Body" (73 frames, 13:00 minutes) of this filmstrip series may be used to make the connection between stress and disease. The importance and meaning of the concepts of 'fight or flight', homeostasis, and General Adaptation Syndrome (G.A.S.) are well covered in this filmstrip. Once again, use of the review questions in the teacher's guide (pp. 14-16) is recommended.	
As a final activity for week two, it is suggested that two tapes from The Brain Stress and Stress Management Series be utilized. Recommended resources are Chronic Stress: A Major Health Hazard by Carl Thoresen and Stress Without Distress: Evolution of the Functional Concept by Dr. Hans Selye.	*** The Brain, Stress and Stress Management Series, by ISHK Book Service; cassette tape recorder.
DAY 10	
Use the tenth class session for the conceptual review and discussion of readings, etc.	
DAY 11 to 15	
During week three, start with the Wellness lecture, then utilize Student Personal Health Assessment and Health Satisfaction Scale from Investigation in Stress Control. Determine if this is a class that is highly satisfied with their current health status or high dissatisfied. If the class as a whole is satisfied with their results on the Personal Health Assessment, introduce the Wellness Index and discuss the concept of Wellness versus Treatment Model. Utilize the Wellness Workbook to prepare the class for this self assessment. Have students prepare a two page analysis of the results of their index to be used later in the course in their Lifestyle Improvement Plan.	+ Lecture #2 "Wellness Concept" (see Appendix A) *** Investigation in Stress Control by Roger Allen, pages 3 to 8. *** Wellness Index
An optional activity from the Wellness Workbook (pages 225-228) is the use of the Health Risk Index available from Medical Datamation at a cost of $5.00 per student. This computerized questionnaire is an outgrowth of a Health Hazard Appraisal developed by Lewis Robbins, M.D. and	*** Medical Datamation Southwest and Harrison Bellevue, Ohio 44811

PROCEDURES	RESOURCES + Teacher * Gifted Student ** "Learns by Doing" student *** All students
Jack Hall, M.D. of the Methodist Hospital in Indianapolis, Indiana.	
A second optional activity is the use of the Test Well, a self-scoring Wellness Assessment Questionnaire, available from the Institute for Lifestyle Improvement.	*** Institute for Lifestyle Improvement University of Wisconsin Stevens Point, Wisconsin 54481
DAY 16 to 20	
During week four, culminate the unit with student reports from special assignments and class discussion on related readings/experiences.	*** Student exam No. One - Unit One "What Is This Thing Called Stress" (See Appendix B for exam and answer sheet.)
Review the unit and close with the unit exam.	

UNIT II

The Generalized Resources To Stress or How To Play Your Own Tune

UNIT II: THE GENERALIZED RESOURCES TO STRESS
OR
HOW TO PLAY YOUR OWN TUNE

Overview of Instructional Strategies and Major Concepts

This unit of twenty (20) instructional hours will explore the students' individual stress profiles. Some causes of psychosocial, bioecological and personality based-stress will be discussed in the student textbook. Major concepts of homeostasis and adaptation will be studied. A self-assessment precedes each of the ten major causes of stress discussed in the textbook.

If students are to be motivated to take responsibility for their own health they need to become aware of why and how stress is affecting their health. Have students continue readings from the textbook which further explains the individual's stress predispositions. Students should have a clearer understanding of where and when they need to utilize resources to improve their risk status and vulnerability to stress. Specific stress management techniques will be introduced in Unit III.

Students should begin to understand the need for change and growth by continuing the self-assessment process. The unit concludes with a Personal Stress Profile. By combining insights gained from the use of the Wellness Index (Unit I) with the Stress Profile Summary Sheet (see Appendix C) each student will begin to see his or her own areas of greatest need.

Finally, life planning skills need to be given a broad treatment here. There are three areas for discussion:

1. Orientation resources are skills such as anticipating and evaluating events, planning and preparing, tolerating frustration, flexibility, farsightedness and rationality.

2. Interpersonal-Relational resources are friendships, commitment to others, social skills and assertiveness.

3. Social and Cultural Resources are importance of socio-economic levels, family backgrounds, religions, arts and mass media, etc.

The Unit Exam is done on the last day or second to the last day of the unit and reviewed the following week.

DAILY ACTIVITIES CHART

DAY	TEACHER LECTURE AND CLASS DISCUSSION	TAPES/FILMSTRIPS	STUDENT READINGS	SURVEYS/VISUALS OR OTHER ACTIVITIES	SELF ASSESSMENTS
21	Class Discussion	Life Events and Illness - ISHK Series	"How Change Can Make Us Ill." Blue Cross	Study Guide #1	Adaptation #1
22				Drawings of Homeo-stasis or Adaptation	
23			"Mastering Adolescence" Blue Cross	Study Guide #2	Frustration #2
24					
25			"Stress for Success" by Walter Gmelch	Study Guide #3	Overload #3
26			"Breakdown?! What to Do." Blue Cross		
27	↓		"Growing Up Mentally Fit." Blue Cross	Study Guide #4	Deprivation #4
28	Special Student Reports (Breakdown)			Bulletin Board	
29			"Realities of Nutrition" by Ronald M. Deutsch	Study Guide #5	Nutrition #5
30			↓		
31			"Quiet, Please" by Peter Steinhart	Study Guide #6	Noise #6
32					
33	Special Student Reports (Family Backgrounds)		Controlling Stress and Tension p.104-108		Self-Perception #7
34	Special Student Reports (Work and Stress)				
35	Special Student Reports (Socio-economic levels)		Controlling Stress and Tension p.109-111		Patterns of Behavior #8
36	Special Student Reports (Friendships)				
37	Special Student Reports (Religion)		Controlling Stress and Tension p.113-119		The Anxious Reactive Personality #9
38			Controlling Stress and Tension p.120-121		STRESS PROFILE
39	Review/Summary of Unit Two				STRESS AUDIT
40	CLASS ANALYSIS			Unit Exam for Unit # Two	

PROCEDURES	RESOURCES
	+ Teacher * Gifted Student ** "Learns by Doing" student *** All students
DAY 1	
Begin this unit by having students read from the text, Introduction to Part II and pages 57-61 after they complete the self-assessment on pages 55-57. Supplemental reading recommended includes "How Change Can Make Us Ill", pages 66-75 from the Blue Cross Book of Readings. Discuss in class the concepts of "Homeostasis" and "Adaptation". Have all students draw a picture with symbols that illustrates their understanding of the concept of "Homeostasis" and/or "Adaptation."	*** Drawing paper, pens or crayons
Continue with the reading on Frustration, pages 63-67 in the text after the self-assessment on page 62 has been completed. Supplemental reading recommended is the article on pages 28-33, "Mastering Adolescents" from the Blue Cross Book of Readings. Discuss the concepts of overcrowding, discrimination, socioeconomics and bureaucracies in class.	*** Controlling Stress and Tension pp. 55-61, 63-67
Continue with the self-assessment on page 68. Follow-up with readings from the text on pages 68-72 Overload. Supplemental readings of "Stress for Success: How to Optimize Your Performance" are recommended. Class Discussion of these concepts should follow the readings. Also, consider the article "Breakdown!? What To Do" from the Blue Cross Book.	* Have some of your best students prepare a report on "Breakdown" Perhaps they could talk to doctors, pastors, family members to discover what happens to a family and/or person as a result of breakdown. How long does it take to recover? What changes in lifestyle have to be made? Was stress a factor in the breakdown?
Proceed with the self-assessment on pages 72-73 and the readings that follow on Deprivation in the text, pages 73-75. "Growing Up Mentally Fit" by Dr. Lee Salk would make an excellent supplemental reading (Blue Cross Book of Readings).	
The next self-assessment will be found on pages 88-89 of the text. The reading on pages 89-98 on Nutrition should follow. Supplemental reading can include "Realities of Nutrition" by Ronald M. Deutsch.	*** Controlling Stress and Tension pp. 68-72, 72-75, 88-98
Have selected students design a bulletin board display of the Nutrition Realities and Myths. Illustrations of nutritional deficiency, fat and diets, food processing, carbohydrates (simple sugars), proteins and balance are important to the display.	** Bulletin board materials

PROCEDURES

RESOURCES

\+ Teacher
* Gifted Student
** "Learns by Doing" student
*** All students

Proceed to self-assessment exercise 6 on page 98-99. Complete the textbook reading on Noise on pages 100-103. The supplemental reading recommended is the "Quiet, Please" article by Peter Steinhart.

*** Controlling Stress and Tension
pp. 98-103, 104-117

Conclude your study on the causes of stress by completing the self-assessments #7-9. These include Self-Perception, Patterns of Behavior, The Anxious Reactive Personality, and the readings from Chapter 8 of the text, pages 104-107.

Have your students chart their stress profile on the Personal Stress Profile Summary Sheet on pages 120-121.

Discuss results with the class incorporating insights gained from the Wellness Index. What must the student do to prevent and/or reduce his or her areas of distress? What intervention and management skills need to be learned? Where are the students greatest stressors in the areas of Psychosocial, Bioecological, or Personality? Analysis and student involvement need to be stimulated at this point. Unit III which follows will introduce students to techniques that can help reduce stress and improve lifestyles.

Administration of the stress audit is recommended for two reasons. First, the STRESS AUDIT will tap into six areas of lifestyle that frequently manifest as stressful areas. Second, it will show the students where in terms of bodily systems they tend to be affected by stress. It will also give a measure of students' vulnerability not given specifically in the text book Stress Profile.

39 Optional Assignments

1. Have selected students prepare reports on the relationship between work and stress, socio-economic levels and stress, and family backgrounds and stress.

40

PROCEDURES	RESOURCES
	+ Teacher * Gifted Student ** "Learns by Doing" student *** All students
2. Have a few of your students report to you or the class on the role of friendship in coping with the stress of life. How can we help ourselves and others by maintaining friendships? 3. Request special reports on the role of religion in coping with the stress of life.	

UNIT III

Stress Reduction Techniques or I'm Dancing As Fast As I Can

UNIT III: STRESS REDUCTION TECHNIQUES

or

I'M DANCING AS FAST AS I CAN

Overview of Instructional Strategies and Major Concepts

This unit of forty (40) Instructional hours will introduce students to a wide variety of specific stress reduction techniques. The students should, at this point in time, have a fairly clear understanding of the factors that lead to stress. They are now in an informed position to begin to learn to manage or control stress.

The purpose of this unit is to give the student as wide an exposure as possible to the practice of stress management techniques available in the instructional time allowed.

Interrupting the stress syndrome can be accomplished in three ways: first, by dealing with the environmental; second by working with the mind; and third, by dealing with the response of the body.

The student text (Controlling Stress and Tension) will treat environmental stress management by introducing the student to the concepts of Adaptation, Frustration, Overload, Deprivation and Noise.

Techniques to deal with these sources of stress will include SOCIAL ENGINEERING, TIME MANAGEMENT COPING SKILLS, GOAL ALTERNATIVE TRAINING and others.

The text Controlling Stress and Tension will treat mental stress management by an examination of the concepts of poor self-esteem, depression, Type A Behavior and Anxious Reactivity. Techniques to deal with these sources of stress can include Affirmation, Refuting Irrational Ideas, Thought Stopping and Assertiveness Training.

Finally, under the techniques for physical stress reduction the text examines the techniques of Breathing, Relaxation, Biofeedback and Exercise. Diet and Nutrition will be included in the conceptual review with the class at this time also.

Not all of these techniques are covered in the student textbook. Therefore, use the teacher resources to assure the widest exposure to techniques possible.

Following such an exposure to techniques, the students will be ready to write a "SELF-PRESCRIPTION FOR STRESS MANAGEMENT", based on their WELLNESS INDEX, STRESS PROFILE, STRESS AUDIT and familiarity with the techniques that they have practiced.

DAILY ACTIVITIES CHART

DAY	TEACHER LECTURE AND CLASS DISCUSSION	TAPES/FILMSTRIPS	STUDENT READINGS	SURVEYS/VISUALS OR OTHER ACTIVITIES	SELF ASSESSMENTS
41	Concept Review				
42	Social Engineering		Controlling Stress & Tension		
43	Time Management		The Relaxation & Stress Reduction Workbook, Chapter 13	Study Guide #7	Daily Plan Sheet
44	Time Management				How I Use My Time
45	Time Management		Investigations in Stress Control Chp. 9		Analysis Report IX Time Management
46	Coping Skills		The Relaxation & Stress Reduction Workbook, Chapter 11	Worksheets 1 and 2 My Personal List...	
47	Coping Skills			Study Guide #8	
48	Goal Alternative			Study Guide #9	
49	Goal Alternative			Study Guide #9	
50	Assertiveness Training		The Relaxation & Stress Reduction Workbook, Chapter 12	Study Guide #10	
51	Assertiveness Training			Study Guide #10	
52	Personality Engineering		Controlling Stress & Tension pp. 144-154		
53	Affirmations		Wellness Workbook Chapter 9	Study Guide #11	
54	Affirmations		Chapter 11 and 12	Study Guide #11	
55	Automatic Thoughts			Study Guide #12,13,14	
56	Automatic Thoughts			Study Guide #12,13,14	
57	Refuting Irrational Ideas		The Relaxation & Stress Reduction Workbook, Chapter 10		
58	Refuting Irrational Ideas				
59	Refuting Irrational Ideas		Chapter 9 Thought Stopping		
60	Refuting Irrational Ideas		Wellness Workbook Chapter 7		

DAILY ACTIVITIES CHART

DAY	TEACHER LECTURE AND CLASS DISCUSSION	TAPES/FILMSTRIPS	STUDENT READINGS	SURVEYS/VISUALS OR OTHER ACTIVITIES	SELF ASSESSMENTS
61	Physical Engineering		Controlling Stress & Tension pp 220-229		
62	Breathing		Wellness Workbook, Chapter 2	Breathing Exercises	
63	Breathing			↓	
64	Breathing			↓	
65	Relaxation		The Relaxation & Stress Reduction Workbook	Relaxation Practice	Tension Log from Tension Easers
66	Relaxation	"Relaxation Techniques" from Managing Stress, Anxiety & Frustration	Chapter 1-8	• Autogenic Phrases • Diaphragmatic	Relaxation Charts from Tension Easers
67	Relaxation		Controlling Stress & Tension, pp. 220-219	Breathing ↓	
68	Biofeedback Lab			Biofeedback Log	Home practice with hand thermometer
69	Biofeedback Lab			Biofeedback Learning Curves (from Investi-	
70	Biofeedback Lab		Controlling Stress & Tension, pp. 180-199	gations in Stress Control)	
71	Biofeedback Lab			Practice with skin temperature instruments	
72	Biofeedback Lab		Wellness Workbook, Chapter 3	Stress Arrester ↓	
73	Biofeedback Lab			↓	
74	Nutrition		Wellness Workbook, Chapter 4	Nutrition Education Guide, High School-Health	
75	Nutrition				
76	Exercise		Wellness Workbook, Chapter 5	Aerobic Exercise	
77	Exercise			Yoga	
78	Exercise		Wellness Workbook, Chapter 8	Play	
79	Review/Summarize	"Life Management Skills" from Managing Stress, Anxiety & Frustration		Student Analysis & Lifestyle Planning	
80	Unit III			Worksheets	Stress Management Plan worksheet

PROCEDURES	RESOURCES
	+ Teacher * Gifted Student ** "Learns by Doing" student *** All students
DAY ONE	
Begin this unit with a teacher lecture reviewing conceptual materials covered thus far and relating these concepts and self assessment techniques to lifestyle planning. Explain that the purpose of this course is to teach practices that will enable students to take responsibility for their own health. Based on their understanding of this, proceed to introduce them to techniques to control or reduce stress generated by social, environmental and mind-body sources.	*** Controlling Stress and Tension Part III of "HOW TO PREVENT AND REDUCE STRESS: INTERVENTION AND MANAGEMENT TECHNIQUES" pp. 124-234.
Follow-up your lecture by assigning your students the reading of Part III "How To Prevent and Reduce Stress: Intervention and Management Techniques" from the text.	
Begin your classroom activities by a discussion of SOCIAL ENGINEERING (pages 125-138 from Controlling Stress and Tension).	*** The Relaxation and Stress Reduction Workbook, Chapters 11, 12, 13 (See Appendix D for references)
You will find some excellent supplemental resources by referring to the following chapters in The Relaxation and Stress Reduction Workbook by Davis, McKay and Eshelman: Chapter 11 COPING SKILLS TRAINING Chapter 12 ASSERTIVENESS TRAINING Chapter 13 TIME MANAGEMENT	
or refer to Investigations in Stress Control by Allen & Hyde, Chapter 8: Social Engineering and Chapter 9: Time Management. Allow at least one week practice period for students after they have selected one of the stress reduction techniques appropriate to their needs, as indicated by an earlier self-assessment.	*** Investigations in Stress Control, Chapter 8
Students should have a familiarity with several stress reduction techniques in this area, but need to demonstrate mastery in only one.	

PROCEDURES	RESOURCES
	+ Teacher * Gifted Student ** "Learns by Doing" student *** All students
Continue with an examination of the techniques of Affirmation, Refuting Irrational Ideas and Thought Stopping. See Chapter 10 in The Relaxation and Stress Reduction Workbook for details on Refuting Irrational Ideas and Chapter 9 for specifics on Thought Stopping.	*** The Relaxation and Stress Reduction Workbook, Chapters 9 and 10.
Conclude your training and practice in this unit by combining the techniques: BREATHING, RELAXATION, BIOFEEDBACK AND EXERCISE.	*** Controlling Stress and Tension treats these subjects on pages 180-231. Investigations in Stress Control does an excellent job with Biofeedback on pages 163-186. It is suggested that the Biofeedback Training Log and Biofeedback Learning Curve Forms be utilized from this workbook by all students.
Instruction in this unit should proceed in the following order. First, discuss and demonstrate proper breathing techniques with your class. Assure yourself that they all understand and can demonstrate diaphragmatic breathing. Your next step will be to teach relaxation methods. The technique of Autogenic Phrases combined with diaphragmatic breathing would be the best combination for preparation of the biofeedback training that will follow.	*** Home practice with a simple hand thermometer is essential to student mastery in this area.
Exercise should be treated separately as the scope and variety of information on this subject is extensive.	*** Wellness Workbook, Chapter 5 and 8
Finally, have your students complete Student Analysis summary sheets and Stress Managment Plans. This will act as a guide for them as they practice these new techniques and attempt to incorporate them in their daily lives throughout Unit IV and beyond.	*** Student Analysis and Lifestyle Planning Worksheets (see Appendix C) Stress Management Plan Worksheet (see Appendix C)

UNIT IV

Practicing Stress Reduction or I Did It My Way

UNIT IV: PRACTICING STRESS REDUCTION

or

I DID IT MY WAY

Overview of Instructional Strategies and Major Concepts

The fourth and final unit of this course is completely devoted to the students' individual "practice" of the stress management techniques they have chosen and included in their self-prescriptions. It is also a time to monitor their progress and give advice and counsel to those that may be experiencing difficulties of any kind, and encouragement and praise to those who seem to be demonstrating progress.

The goal here is to assist students in translating theory and technique into a way of life. Measures of success will be reflected in an improved set of scores on the post-assessments utilized to measure stress levels compared to those earlier (pre-) in the course. Utilization of the Taylor Manifest Anxiety Scale, The Physical Stress Symptoms Scale and the Rotter Scale are recommended. A pre-post comparison of stress levels as measured by these scales should be a good indicator of student progress. Utilize the forms provided to record pre-post test and self-assessment scores. (See Appendix C.)

DAILY ACTIVITIES CHART

DAY	TEACHER LECTURE AND CLASS DISCUSSION	TAPES/FILMSTRIPS	STUDENT READINGS	SURVEYS/VISUALS OR OTHER ACTIVITIES	SELF ASSESSMENTS
81	Individual Teacher Assistance		Special Books from list	Lab Work	
82					
83					
84					
85					
86					
87					
88					
89					
90					
91					
92					
93					
94					
95					
96					Begin Post Tests
97	Special Student Reports				
98	Special Student Reports				
99	Special Student Reports			Course evaluation	
100					Essay-Final Exam

PROCEDURES

RESOURCES

\+ Teacher
* Gifted Student
** "Learns by Doing" student
*** All students

DAY ONE

Based on students' selection of techniques to be practiced, form small study groups (not more than ten students per group). Organize the room to accomodate three Learning Labs; the first lab will provide a practice area and activities for students learning techniques to manage stress caused by the Environment. Techniques such as Time Management, Goal Alternative System, Nutritional Engineering and others can be practiced here.

The second Learning Lab should accommodate students working on stress management generated by PERSONALITY or mental stressors. Techniques such as Affirmation, Assertiveness Training, Thought stopping, Combatting Distorted Thinking and others can be practiced here.

Your third Learning Lab will accomodate students practicing techniques to deal with physical stressors. The Relaxation, Breathing, Autogenic Phrases and Biofeedback activities can be mastered in this lab.

It is highly recommended that students work toward mastery in at least one stress reduction technique in each of the three labs. A posted schedule for each lab can be set up for student scheduling.

Finally, as a concluding activity it is recommended the students read and report on one or more of the special readings listed. Students can report on these readings in book reports or in class presentations.

Make sure to leave time in the last week of class for post self-assessments and final essay exam. This should allow the class to have first hand knowledge of their pre-post scores on the self-assessments so that they can evaluate their progress and thus respond to the essay exam questions with some objective evidence of improved functioning.

Special Readings

*** • BETWEEN HEALTH AND ILLNESS
Barbara Brown

• NEW MIND-NEW BODY
Barbara Brown

• SUPERMIND
Barbara Brown

• ANATOMY OF AN ILLNESS
Norman Cousins

• BEYOND THE RELAXATION RESPONSE
Herbert Brown

• THE MIND-BODY EFFECT
Elmer Green

• BEYOND BIOFEEDBACK
Elmer Green

• MASTERING ADOLESCENCE
Robert M. Coles, M.D.

• STRESS FOR SUCCESS
Donald Morse
Lawrence Furst

APPENDIX

INTRODUCTORY LECTURES

PUTTING YOURSELF IN CHARGE

(PRACTICES FOR A HEALTHIER YOU)

LECTURE #1

LECTURE TITLE: All the Wrong Answers

THEME: Stress is a factor in 50% to 80% of all disease. Maladaptive coping skills and lifestyles need to be discarded in favor of behaviors that promote one's health. The cost of distress can be seen in economic, social-emotional and behavioral problems. The principles for "Putting Yourself in Charge" of your own health include six basic concepts.

I. Introduction of Lecture:

Begin the lecture by utilizing the stories and information on pages 10-19 of Donald Lubesing, Kicking Your Stress Habits. Adapt stories to the local scene to make them more interesting for your students. Adaptations can include name changes, change of address and inclusion of teen-age problems.

II. Cost of Stress:

Review the facts and figures on pages XII - XIV in the introduction of the Teacher Textbook, Human Stress, Its Nature and Control. Pay particular attention to the cost of stress in terms of illness and death, economics and maladaptive coping.

III. Major Concepts of the Course Are as Follows:

1. Stress may be the most serious, life-threatening disease facing each student.

2. The students cannot avoid stress in their lives, but they can learn to control it.

3. The mind and body are not independent, unrelated entities. They are constantly involved in a dynamic interaction.

4. To a large extent, the students have to be personally responsible for the state of their own health.

5. Managing stress in one's life is a matter of personal priority and effort.

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6. Having assumed the responsibility for one's health, one can begin to direct the quality of life and experience the joy of true wellness.

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PUTTING YOURSELF IN CHARGE

(PRACTICES FOR A HEALTHIER YOU)

LECTURE #2

LECTURE TITLE: Wellness Concept

THEME: Wellness is a choice - a decision you make to move toward optimal health. Wellness is a way of life - a lifestyle you design to achieve your highest potential for well-being. Wellness is the integration of body, mind and spirit - the appreciation that everything you do, and think, and feel, and believe has an impact on your state of health.

Wellness is about assuming charge of your own life, living with changes, and channeling life energy.

I. Introduction of Lecture:

Begin the lecture by utilizing the Wellness Workbook. Assign readings, or if there are not enough copies of the workbook, summarize chapter 1, pages 2-24.

II. The Wellness Index:

Have students complete the Wellness Index, pages 25-45, from the Wellness Workbook. Have students chart their Wellness Index Wheels.

III. Major Concepts of Wellness:

1. Self Responsibility - you are in charge of your own life.
2. Nutritional Awareness - eat nutrients high in fiber, low in sugar, fat and sodium.
3. Moving (physical fitness) - exercise is fun; get in touch with your body and nature.
4. Breathing - learn how to breathe properly.
5. Sensing - eliminate the abuse of our senses, appreciate them, and use them creatively.
6. Feeling - feelings mean emotions, such as anger, grief, joy and fear.
7. Thinking - thinking is related to physical and mental health, and molds reality.
8. Playing and Working - recreation (play) is to make new, to vitalize, to inspire with life and energy.
9. Communicating - exchange of information, including self-talk and assertiveness.
10. Sex - the integration of body, mind and spirit, not confined to genital organs or intercourse.
11. Meaning - process of adjusting to change; requires self-searching, looking inward and facing death.
12. Transcending - when the body-mind leaps beyond its ordinary limits; moments of supreme joy, of enlightenment.

APPENDIX B

STUDENT EXAMS AND ANSWER SHEETS

EXAM KEY

EXAM NO. ONE - UNIT ONE

SECTION A (4 pts. each)

1. D
2. B
3. A
4. H
5. C
6. F
7. G
8. I
9. J
10. E

SECTION B (4 pts. each)

1. Cannon
2. Selye
3. Stage of exhaustion
4. Stress
5. Mind

SECTION C (4 pts. each)

All six agree

SECTION D

Teacher can award up to 16 pts. based on student response.

EXAM NO. TWO - UNIT TWO

SECTION A (4 pts. each)

1. J
2. I
3. B
4. A
5. C
6. D
7. H
8. E
9. F
10. G

SECTION B (4 pts. each)

1. Fiber; fruits, whole grains and vegetables.
2. Fructose
3. Reactive hypoglycemia
4. Blood pressure

SECTION C (4 pts. each)

1. Agree 2. Disagree 3. Agree 4. Agree
5. Disagree 6. Agree

SECTION D

Teacher can award up to 20 pts. based on student response.

NAME_____ SCHOOL_____

PERIOD_____

STUDENT EXAM NO. ONE - UNIT ONE

"WHAT IS THIS THING CALLED STRESS"

SECTION A

Match the following concepts from the left hand column with the correct definition on the right.

1. fight or flight response
2. homeostasis
3. G.A.S.
4. alarm reaction
5. stressor
6. psychosomatic
7. stage of resistance
8. eustress
9. distress
10. Yerkes-Dodson Law

ANSWER HERE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A. The manisfestations of stress in the whole body, as they develop in time.

B. The body's tendency to maintain a steady state despite external changes; physiological "staying power".

C. That which produces stress.

D. The initial phase of the psychogenic stress response that gives us a survival advantage.

E. A quantitative distress-eustress dichotomy.

F. Mind-Body interaction.

G. The second stage of the G.A.S.

H. The first stage of the General Adaptation Syndrome.

I. Growth promoting stress.

J. Harmful, unpleasant stress.

SECTION B

Supply the missing word or words in the sentences below.

1. The researcher who gave us the concept of homeostasis was_____.
2. The author of the book, "Stress Without Distress" was_____.
3. The final stage of the G.A.S. is called_____.
4. Stressor + individuality =_____.
5. In a somatopsychic reaction the body affects the_____.

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71

NAME_____ SCHOOL_____

PERIOD_____

STUDENT EXAM NO. ONE - UNIT ONE

"WHAT IS THIS THING CALLED STRESS"

SECTION D In your own words tell me what was of special interest or importance to you in this unit.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER'S SECTION

GRADE:_____

COMMENTS:_____

SECTION C Check Agree or Disagree after each of the following statements:

1. Stress may be the most serious life-threatening disease facing individuals in this culture.	A	D
2. We should try to avoid stress but learn to control it so that it stimulates growth and life.	A	D
3. The mind and the body are not independent, unrelated entities.	A	D
4. To a large extent, you personally responsible for your own health.	A	D
5. If you are going to manage stress in your life, you must make it a personal priority and exert the effort yourself.	A	D
6. Human health can be contagious. It transcends mere diseaselessness.	A	D

NAME_____ SCHOOL_____

PERIOD_____

STUDENT EXAM NO. TWO - UNIT TWO

"THE GENERALIZED RESOURCES TO STRESS"

SECTION A

Match the following concepts from the left hand column with the correct definition on the right.

1. Adaptation
2. Biorhythms
3. Frustration
4. Overload
5. Deprivational stress
6. Circadian rhythms
7. Ultradian rhythms
8. Nutritional deficiency
9. Hypoglycemia phenomenon
10. Personality

ANSWER HERE

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

A. A level of stimulation or demand that exceeds the capacity to process or comply with those demands.

B. The thwarting or inhibiting of natural or desired behaviors and goals.

C. The psychophysiological stress caused by states of boredom and/or loneliness.

D. The 24 hour cycle.

E. A state in which a physical disorder (deficiency symptoms) appears for lack of a particular nutrient.

F. A state of low blood sugar which may induce a variety of symptoms.

G. Summation of the characteristics, attitudes and values that an individual may manifest.

H. Cyclical rhythms that occur in periods shorter than a day.

I. Naturally recurring cycles of biological activities governed by the nervous and hormonal systems.

J. The tendancy of the body to fight to restore homeostasis in the face of forces which upset the natural bodily balance.

SECTION B

Supply the missing word or words in the sentences below:

1. An increase in _____ consumption is generally recommended by most nutritionists.
2. Nutrition experts are concerned about the amount of _____ that people consume because it affects the levels of sucrose consumption.
3. _____ _____ is a form of hypoglycemia caused by high intake of sugar in a short time.
4. Excess fluid retention will also lead to higher _____ _____.

74

75

NAME_____ SCHOOL_____

PERIOD_____

STUDENT EXAM NO. TWO - UNIT TWO

"THE GENERALIZED RESOURCES TO STRESS"

SECTION D In your own words tell me what was of special interest or importance to you in this unit.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER'S SECTION

GRADE:_____

COMMENTS:_____

SECTION C Check Agree or Disagree after each of the following statements:

1. Research has demonstrated that noise can produce cardiovascular changes.	A	D
2. The Glass and Singer studies found that living over a 12-lane expressway did not impair children's ability to learn to read.	A	D
3. The Kryter (1970) studies found that human beings have capabilities which allow them to adapt to excessive noise stress.	A	D
4. The National Institute for Occupational Health has gone on record stating that noise is capable of stimulating changes in essential physiologic functioning suggestive of a general stress reaction.	A	D
5. Noise is not capable of causing distress.	A	D
6. There is evidence that excessive noise can produce behavioral changes as well as physiological change.	A	D

STUDENT HANDOUTS

Sources of stress in my life

Step 1

Make a list of the important sources of stress in your life.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step 2

Rank the items listed in order of importance to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step 3

Place the five highest ranked items into one or more of the following categories of stressors.

A. Physical
   1. _____
   2. _____
   3. _____
   4. _____

B. Environmental
   1. _____
   2. _____
   3. _____
   4. _____

C. Emotional
   1. _____
   2. _____
   3. _____
   4. _____

Analysis of sources of student stress

Physical	Environmental	Emotional

Directions:

1. Rank order the five most common sources in each category.
2. Report to class total number of stressors in each category.
3. Based on your analysis what is the major source of stress for this class?

#1

STUDENT READING

STUDY GUIDE

"HOW CHANGE CAN MAKE US ILL" Thomas H. Holmes, M.D. and T. Stephenson Holmes, M.D.

1. According to the authors of this article, what percent of the population can expect to spend some time in the hospital in any given year?

2. Who is identified as the first medical doctor to recognize "change" as a possible factor in illness and to begin to keep "life charts" on patients?

3. All change requires adaptation, but all change does not generate illness. What are some of the other factors that influence which changes can negatively effect our health?

4. How was the Social Readjustment Rating Scale designed and tested?

5. Is life change something you should avoid?

6. What are your chances of a serious health change if you score 150 or lower on the Social Readjustment Rating Scale?

#2

STUDENT READING
STUDY GUIDE

"MASTERING ADOLESCENCE" Robert M. Coles, M.D.

1. According to this author, adolescence begins and ends at what ages?

2. What factors in our society increase the stress of adolescence?

3. What are some of the mixed, inconsistent attitudes of our culture toward the youth of today?

4. What can parents do to improve the adolescence adjustment of their child?

5. Is adolescence adjustment the same for each person? Can you think of a period in adult life when similar changes occur? Discuss and compare both periods.

85

86

#3

STUDENT READING
STUDY GUIDE

"STRESS FOR SUCCESS" Walter H. Gmelch

1. List and discuss the five recommendations for "rustout prevention."
   1.
   2.
   3.
   4.
   5.
2. List and discuss the five recommendations for "burnout preventions."
   1.
   2.
   3.
   4.
   5.
3. List and discuss the four recommendations to stabilizing your job performances.
   1.
   2.
   3.
   4.
   5.

#4

STUDENT READING

STUDY GUIDE

"GROWING UP MENTALLY FIT" Lee Salk, Ph. D.

1. List the ten best (your opinion) recommendations made by Dr. Salk for parents to assure a child's emotional security and strengthen the child's capacity to deal with stresses that occur later in life.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

88

89

#5

STUDENT READING

STUDY GUIDE

"REALITIES OF NUTRITION" Ronald M. Deutsch

1. What is the author saying in the following paragraph: "Is our food really inadequate for our health needs? There are basically two charges: (1) That nutrients are lost through farming methods and processing, and (2) That poisonous chemicals are introduced into the food by agriculture and industry."

2. List some of the changes in food production that have occurred in this century.

3. The evidence for specific criticisms of the American diet comes from scientific reports. What are they?

4. Is nutrition a medical specialty? Explain your answer.

90

91

#6

STUDENT READING

STUDY GUIDE

"QUIET PLEASE" Peter Steinhart

1. What is the unit of measurement used to measure the intensity of sound?

2. At what range does noise become annoying?

3. What is the pain threshold for most people with reference to noise level?

4. At what noise level do nervous and endocrinal responses begin?

5. What is the relationship between noise and food? Describe this relationship.

6. Do you know what the benefits of silence are? Discuss the effects silence has on your health.

#7

STUDENT READING
STUDY GUIDE

TIME MANAGEMENT

Your ability to manage the resource of time can be a major stress management skill in your life. As such, mastery in this area will allow you to avoid the six symptoms of poor time management.

1. Rushing.
2. Chronic vacillation between unpleasant alternatives.
3. Fatique or listlessness with many hours of non-productive activity.
4. Constantly missed deadlines.
5. Lack of time for rest or personal relationships.
6. The sense of being overwhelmed by demands and details, and having to do what you don't want to do most of the time.

In order for you to reduce or eliminate the above symptoms, you will need to follow the three basic rules of time management.

1. Establish priorities that highlight your most important goals.
2. Schedule realistically and eliminate low priority tasks.
3. Learn how to make basic decisions.

Roger Allen (Investigation in Stress Control), recommends you follow a four step procedure to implement a time management plan in your life.

1. List all the tasks that are to be accomplished in a given period of time. For example, on sunday evening list all the things you need to get done during the upcoming week.
2. Establish priorities for the tasks and revise the list, listing tasks in order of importance. For example, if you have an important paper due on Friday, it may be listed as number one so you would start it at the first available time on Monday.
3. Allocate a reasonable amount of time to the tasks and then increase this amount of time by 15% to allow for interruptions and unplanned delays.
4. From your calendar, identify periods of time during the next week in which you can work on each task (The Daily Plan Sheet can be used for this.)

Directions

93 Complete the activity HOW I USE MY TIME for three days. On the fourth day total the three days. Next, use the Daily Plan Sheets provided for three days. Try using the model for three days during the week. After trying out the model, respond to the items on the Analysis report.

DAILY PLAN SHEET

DAY 1		DAY 2		DAY 3	
THINGS TO BE DONE	TIME NEEDED	THINGS TO BE DONE	TIME NEEDED	THINGS TO BE DONE	TIME NEEDED
PEOPLE TO SEE		PEOPLE TO SEE		PEOPLE TO SEE	
PHONE CALLS TO MAKE		PHONE CALLS TO MAKE		PHONE CALLS TO MAKE	

HOW I USE MY TIME

DAY ONE		DAY TWO		DAY THREE	
Activity	Amount of Time	Activity	Amount of Time	Activity	Amount of Time
Recreational Reading		Recreational Reading		Recreational Reading	
Studying		Studying		Studying	
Attending Classes		Attending Classes		Attending Classes	
Getting to Work or Class		Getting to Work or Class		Getting to Work or Class	
Socializing		Socializing		Socializing	
Meetings		Meetings		Meetings	
Phone Calls		Phone Calls		Phone Calls	
Conversation		Conversation		Conversation	
T.V.		T.V.		T.V.	
Waiting		Waiting		Waiting	
Hobby		Hobby		Hobby	
Shopping		Shopping		Shopping	
Personal Hygiene		Personal Hygiene		Personal Hygiene	
Household Chores		Household Chores		Household Chores	
Eating		Eating		Eating	
Working		Working		Working	
Sleeping		Sleeping		Sleeping	
Other		Other		Other	
TOTAL		TOTAL		TOTAL	

NAME_____ STUDENT NUMBER OR GROUP_____

ANALYSIS REPORT IX: TIME MANAGEMENT

1. As a result of keeping a three-day record on how you spend your time, identify at least three things you discover about the use of your time that you were unaware of before.

2. Are there any things you propose tc change in regards to how you presently use your time?

3. Do you feel that you could reduce your stress through more effective use of your time or are you presently managing your time effectively?

4. In what ways did the use of the time management model help you?

5. Make a list of your "Time-wasters:" the things you feel needlessly waste your time. Next, rank order them beginning with the greatest waste activity.

6. Which of these are you responsible for and what will you do about them?

7. Identify and list those created by sources other than you.

8. How can you gain control over some of the time-wasters created by other people or events?

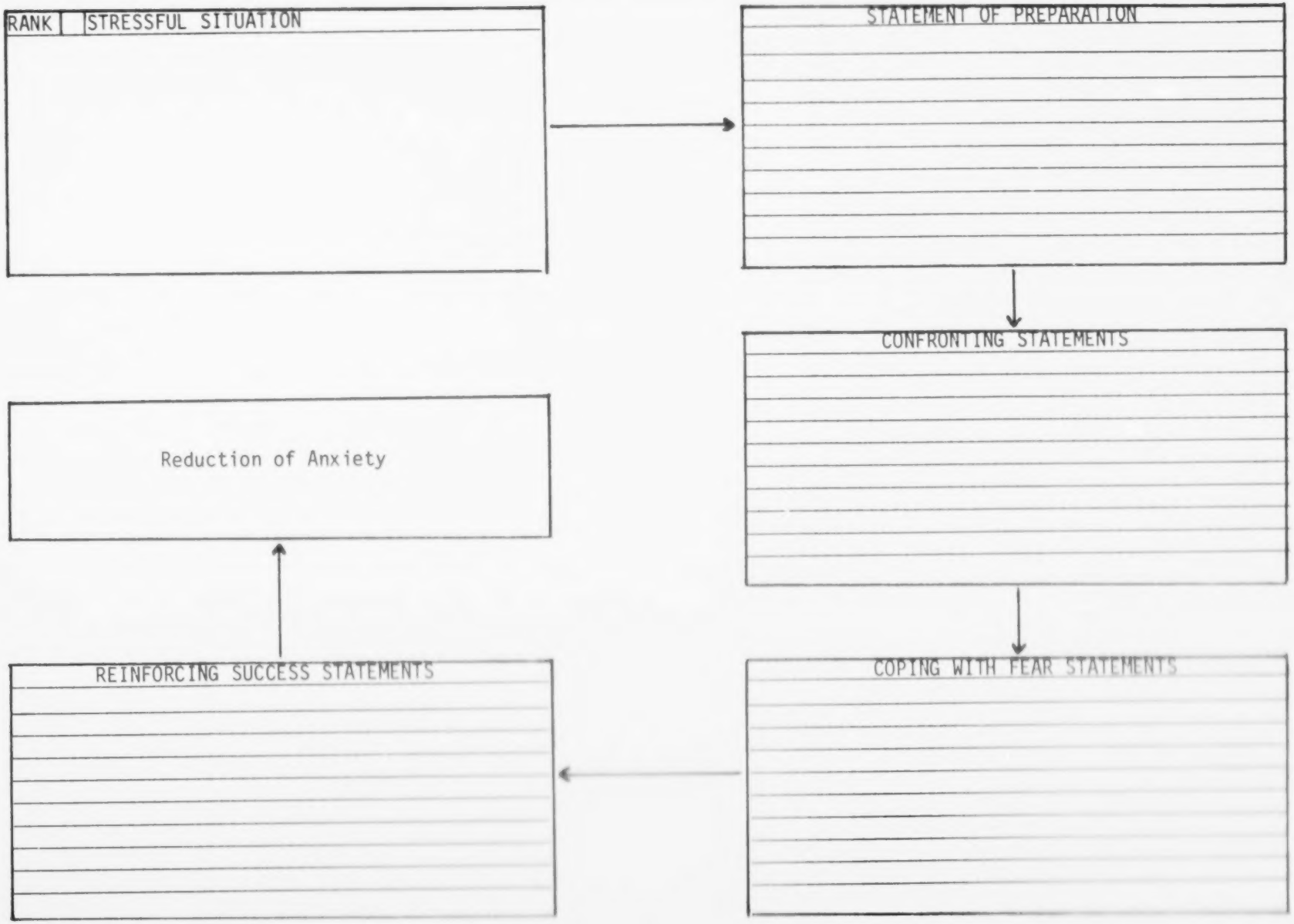
9. What have you learned from this activity?

WORKSHEET #1

MY PERSONAL LIST OF STRESSFUL SITUATIONS

RANK	ITEM

WORKSHEET #2


RANK
STRESSFUL SITUATION
STATEMENT OF PREPARATION
CONFRONTING STATEMENTS
COPING WITH FEAR STATEMENTS
REINFORCING SUCCESS STATEMENTS
Reduction of Anxiety

#8

STUDENT READING

STUDY GUIDE

STEP ONE: Construct a personal list of stressful situations, and arrange the list vertically from the least anxious to the most anxious situation. (Use worksheet #1.)

STEP TWO: Use your imagination and visualize each of these situations and learn to relax away any stress you feel. See yourself handling the stressful situation in a relaxed confident manner.

STEP THREE: Create an arsenal of stress-coping remarks for each situation. Use these remarks as you visualize each stressful scene until your stress-coping thoughts become automatic. (Use Worksheet #2)

Coping skills practice has been shown to be effective in the reduction of general anxiety and is useful in interview, speech and test anxiety.

STUDENT WORKSHEET

#9 (from student text)

THE GOAL ALTERNATIVE SYSTEM

STEP 1 What is the desired behavior or goal?

_____

_____

STEP 2 Is this goal immediately obtainable?

NO ↓

YES → STOP! Why are you doing this exercise?

STEP 3 What is the obstacle(s) that keep(s) you from obtaining this goal?

_____

_____

STEP 4 Can this obstacle be removed within a reasonable time period?

NO ↓

YES → If any reasonable methods exist by which you may obtain your goal by removing the obstacle, do so. ← (back to STEP 3)

(go to STEP 5)

STEP 5 Consider your desired goal. Take some time and make a list of specific rewards or desirable characteristics which make that goal desirable to you. Now go back and give each one of those desirable characteristics a score indicative of how important each one is to you. A score of 1 would be the lowest, 10 the highest. Do this very carefully; it is very important.

Rewards	Points

STEP 6 Are there any other reasonable ways to obtain those same rewards listed in STEP 5?

YES (List alternatives then try them out.)

NO If you have arrived at this point, it seems apparent that all of those desirable characteristics listed in STEP 5 are currently unobtainable. Therefore, instead of feeling sorry for yourself, make a list of alternatives which are possible and which have at least some of the same desirable characteristics as the original goal. Select the behavior that results in the highest point score possible. This alternative is your best one because it is most similar, based on the points assigned in STEP 5, to your original behavior.

Alternatives	Points

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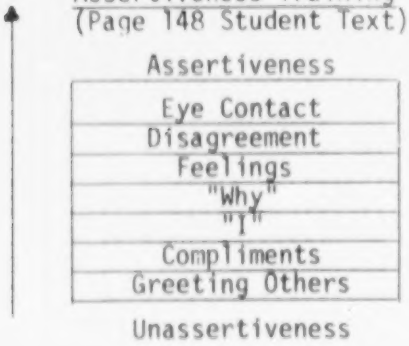
#10

STUDENT READING
STUDY GUIDE

Assertiveness Training
(Page 148 Student Text)



1. Report on your experiences as you attempt to try the assertiveness exercises discussed on pages 147-149 of your text.

EXERCISE 1. Greeting Others

EXERCISE 2. Complimentary Statements

EXERCISE 3. The use of "I" statements

EXERCISE 4. Asking "Why"

STUDENT READING

STUDY GUIDE

Assertiveness Training
(Page 148 Student Text)

EXERCISE 5. Spontaneous expression of "feelings"

EXERCISE 6. Disagreement

EXERCISE 7. Eye Contact

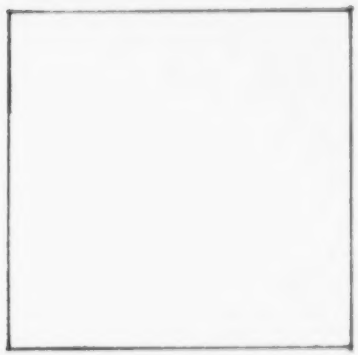
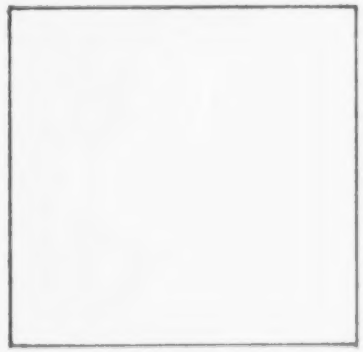
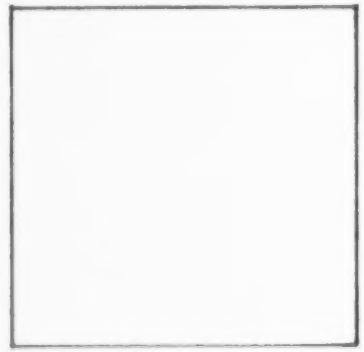
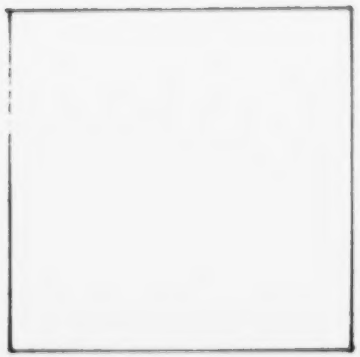
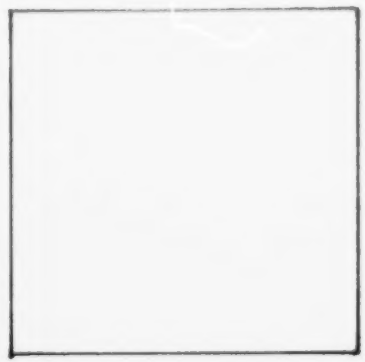
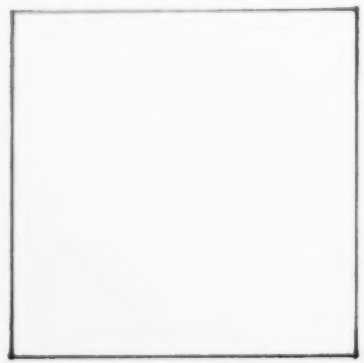
#11

STUDENT READINGS

STUDY GUIDE

Positive Verbalization

1. Practice of the text suggestions in this area will do much to improve self-esteem. In the blocks provided below write "Affirmations" about some aspect of your personality that is positive and of which you are proud.

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STUDENT READING

STUDY GUIDE

Cognitive Skills

On pages 153-154 of your text you will find reference made to the technique of thought-stopping. Thought-stopping is just one of several cognitive (thinking) skills you can learn to fight the stress generated by the vicious cycle of obsessional thoughts. Other techniques include Combating Distorted Thinking, Refuting Irrational Ideas and Positive Visualization.

All four techniques have many things in common and your learning any one of them will, if mastered, go a long way in reducing your overall stress levels.

In combating distorted thinking for example, 15 styles of distortion have been identified. Chances are if you suffer from interpersonal or general anxiety, depression, chronic anger or compulsive perfectionism, you are a victim of one or more of these distorted thinking patterns.

A summary of the 15 styles of Distorted Thinking follows. (Source: Thoughts and Feelings by Davis, McKay and Fanning p. 26)

1. Filtering: You take the negative details and magnify them while filtering out all positive aspects of a situation.

   Example: I could have enjoyed the picnic except the chicken was burnt.

2. Polarized Thinking: Things are black or white, good or bad. You have to be perfect or you're a failure. There is no middle ground.

   Example: You're either for me or against me.

3. Overgeneralization: You come to a general conclusion based on a single incident or piece of evidence. If something bad happens once you expect it to happen over and over again.

   Example: Ever since Lisa I've never trusted a redhead.

4. Mind Reading: Without their saying so, you know what people are feeling and why they act the way they do. In particular, you are able to define how people are feeling toward you.

   Example: He's always smiling, but I know he doesn't like me.

5. Catastrophizing: You expect disaster. You notice or hear about a problem and start "what ifs: What if a tragedy strikes? What if it happens to you?

   Example: We haven't seen each other for two days and I think the relationship is falling apart.

Cognitive Skills

6. Personalization: Thinking that everything people do or say is some kind of reaction to you. You also compare yourself to others, trying to determine who's smarter, better looking, etc.

   Example: Quite a few people here seem smarter than I am.

7. Control Fallacies: If you feel externally controlled, you see yourself as helpless, a victim of fate. The fallacy of internal control has you responsible for the pain and happiness of everyone around you.

   Example: You can't fight the system.

8. Fallacy of Fairness: You feel resentful because you think you know what's fair but other people won't agree with you.

   Example: It isn't fair, that you go out and have fun while I'm stuck doing homework.

9. Blaming: You hold other people responsible for your pain, or take the other tactic and blame yourself for every problem or reversal.

   Example: It's your fault we're always in the hole each month.

10. Shoulds: You have a list of ironclad rules about how you and other people should act. People who break the rules anger you and you feel guilty if you violate the rules.

    Example: You should never ask people personal questions.

11. Emotional Reasoning: You believe that what you feel must be true automatically. If you feel stupid and boring, then you must be stupid and boring.

    Example: I feel depressed, life must be pointless.

12. Fallacy of Change: You expect that other people will change to suit you if you just pressure or cajole them enough. You need to change people because your hopes for happiness seem to depend entirely on them.

    Example: If you'd be more sexually open, we'd have a much happier marriage.

13. Global Labeling: You generalize one or two qualities into a negative global judgement.

    Example: He was a loser from the first day he showed up here.

14. Being Right: You are continually on trial to prove that your opinions and actions are correct. Being wrong is unthinkable and you will go to any length to demonstrate your rightness.

Example: I don't care what you think, I'd do it exactly the same way again.

15. Heaven's Reward Fallacy: You expect all your sacrifice and self-denial to pay off, as if there were someone keeping score. You feel bitter when the reward doesn't come.

Example: I worked and raised these kids and look what thanks I get.

PRACTICE: Spend some time listening to yourself and others. What are your favorite or habitual styles of distorted thinking? Do they generate much stress in your life? How can you combat such distortions? Write examples of distortion on the lines below. Gather them from your own self-talk or from verbalizations of your family or friends.

TYPE OF DISTORTION

1. _____
Example:

2. _____
Example:

3. _____
Example:

4. _____
Example:

5. _____
Example:

6. _____
Example:

7. _____
Example:

8. _____
Example:

9. _____
Example:

10. _____
Example:

STUDENT ANALYSIS AND LIFE STYLE PLANNING WORKSHEET
FOR STRESS MANAGEMENT

LISTINGS OF SELF-ASSESSMENTS AND SURVEYS	IS THIS AN AREA FOR CONCERN OR IMPROVEMENT?	WHAT TECHNIQUES OR PRACTICES MIGHT HELP?
Student Class Survey		
Student Personal Health Assessment		
Health Satisfaction Scale		
Wellness Index		
1. Self-Responsibility		
2. Breathing		
3. Sensing		
4. Eating		
5. Moving		
6. Feeling		
7. Thinking		
8. Playing and Working		
9. Communicating		
10. Sex		
11. Finding Meaning		
Health Risk Appraisal (Optional)		
Test Well Wellness Assessment Questionnaire		
Self-Assessment #1 Life Events		

STUDENT ANALYSIS AND LIFE STYLE PLANNING WORKSHEET
FOR STRESS MANAGEMENT

LISTINGS OF SELF-ASSESSMENTS AND SURVEYS	IS THIS AN AREA FOR CONCERN OR IMPROVEMENT?	WHAT TECHNIQUES OR PRACTICES MIGHT HELP?
Self-Assessment #2 Frustration		
Self-Assessment #3 Overload		
Self-Assessment #4 Deprivation		
Self-Assessment #5 Nutrition		
Self-Assessment #6 Noise		
Self-Assessment #7 Self Perception		
Self-Assessment #8 Behavior Patterns		
Self-Assessment #9 Anxious Reactivity		

STUDENT ANALYSIS AND LIFE STYLE PLANNING WORKSHEET

FOR STRESS MANAGEMENT

LISTINGS OF SELF-ASSESSMENTS AND SURVEYS	IS THIS AN AREA FOR CONCERN OR IMPROVEMENT?	WHAT TECHNIQUES OR PRACTICES MIGHT HELP?
STRESS AUDIT		
1. Family		
2. Individual Roles		
3. Social Being		
4. Environment		
5. Financial		
6. Work/School		
7. Muscular System		

STUDENT ANALYSIS AND LIFE STYLE PLANNING WORKSHEET

FOR STRESS MANAGEMENT

LISTINGS OF SELF-ASSESSMENTS AND SURVEYS	IS THIS AN AREA FOR CONCERN OR IMPROVEMENT?	WHAT TECHNIQUES OR PRACTICES MIGHT HELP?
8. Parasympathetic Nervous System		
9. Sympathetic Nervous System		
10. Emotional		
11. Cognitive		
12. Endocrine		
13. Immunity		
14. Vulnerability to Stress		

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STRESS MANAGEMENT PLAN

FOR: _____
(Student's Name)

1. I have found my highest stress levels in the following areas. (Check those that apply based on test scores.)

Social or Environmental	Psychological	Physical
Life Events	Self-Perception	Nutrition
Frustration	Behavior Patterns	Noise
Overload	Anxious Reactivity	Exercise
Deprivation		

2. Based on my own analysis, I choose to include in my lifestyle, practice in the following techniques. (See Symptom Effectiveness Chart.)

Time Management	Relaxation Training
Assertiveness Training	Biofeedback Training
Nutrition Improvements	Refuting Irrational Ideas
Exercise Program	Combating Distorted Thinking
Breathing Exercises	Problem Solving
Autogenic Training	Visualization
Affirmations	Values Clarification
	Other _____

3. I agree to complete the following self-assessments or Stress Audits at the end of the course to monitor and evaluate my own progress.

Wellness Index (Parts 1-12)
Stress Audit (Parts 1-6 & A-G)
Self-Assessments (1-9)

REFERENCES

RECOMMENDED INSTRUCTIONAL MATERIALS FOR
HEALTH EDUCATION COURSE HL51
PUTTING YOURSELF IN CHARGE

ITEM	CHECK WITH LOCAL BOOKSTORE, OR IF NOT AVAILABLE, WRITE DIRECTLY TO PUBLISHER.	PRICE	QUANTITY	PURPOSE
CONTROLLING STRESS & TENSION A Holistic Approach Daniel Girdano & George Everly 1979	Prentice Hall, Inc. Englewood Cliffs, N.J. 06732	$7.95 each	30	A student textbook which will provide basic information of Stress Management Techniques and contains 10 self-assessments to be used by students to plot present stress profiles.
STRESS/UNSTRESS How You Can Control Stress At Home and On The Job Keith W. Sehnert, M.D. 1981	Augsburg Publishing House 426 S. Fifth St. Minneapolis, MN 55415	$3.95 each	1	A teacher resource for stress management techniques and background information. Contains seven chapters on Understanding Stress, twelve chapters on managing STRESS. Well written, popular paperback resource.
HEALTH FOR THE WHOLE PERSON edited by Arthur C. Hastings and others 1980	Westview Press 5500 Central Avenue Boulder, CO 80301	$5.95 each	1	A teacher resource to holistic medicine. Features an excellent Annotated Bibliography at the end of each chapter.
HUMAN STRESS ITS NATURE AND CONTROL Roger J. Allen 1983	Burgess Publishing Co. 7108 Ohms Lane Minneapolis, Minnesota 554435	$14.95 + shipping	1	A student textbook with a tenth grade reading level. Will provide students with basic understanding of all concepts associated with this course.
INVESTIGATIONS IN STRESS CONTROL Roger J. Allen & David H. Hyde 1981	Burgess Publishing Co. 7108 Ohms Lane Minneapolis, Minnesota 55435	$12.95 + shipping	1	A student workbook of 16 practical activities to help students understand and learn to control stress. Contains all self-evaluations necessary to determine student stress status and to select stress management activities.

RECOMMENDED INSTRUCTIONAL MATERIALS FOR
HEALTH EDUCATION COURSE HL51
PUTTING YOURSELF IN CHARGE

ITEM	CHECK WITH LOCAL BOOKSTORE, OR IF NOT AVAILABLE, WRITE DIRECTLY TO PUBLISHER.	PRICE	QUANTITY	PURPOSE
TEENAGE STRESS #61400 H Barr Films c. 1981 4 filmstrips/4 cassettes Produced by Mark Chodzko Written by Dorothy McKissick	Career Aids, Inc. 20417 Nordhoff St. Chatsworth, California 91311	$98.00 ea. + shipping	1	A series of 4 filmstrips which look at three teenagers who are concerned about the stress in their lives and attempting to cope with it. For classroom use.
TENSION EASERS An Awareness Program for Stress Management and Personal Development (Code No. C78-GN)	Learning Resources Corp. University Associates, Inc. 8517 Production Avenue P.O. Box 26240 San Diego, CA 92126	$81.95 ea. + shipping	1 set	A teacher resource for stress management techniques and background information on management strategy. Contains: Book 1 A Blueprint for Change, Book 2 Putting it all Together, Tapes (4) and Tension Log, Relaxation Charts.
THE HURRIED CHILD David Elkind 1981	Addison-Wesley Publishing Co. Jacob Way Reading, MA 01867	$6.95 ea. + shipping and tax	1	Teacher resource for background reading on nature of stress and its effects on children.
CHILDHOOD STRESS - Don't Let Your Child Be A Victim Barbara Kuczen 1982	Delacorte Press 1 Dag Hammarskjold Plaza New York, N.Y. 10017	$16.95 ea. + shipping and tax	1	Teacher resource for background reading on stress and its effects on children and adolescents.
TEMPERATURE HOME TRAINER #202	Human Systems 2 McLaren Suite A Irvine, CA 92718		5	A temperature training device to be used in the class biofeedback lab. This digital thermometer runs continuously for over 6 months on a 9-volt battery (not included). Displays stress level to the nearest 0.1 degree F.

RECOMMENDED INSTRUCTIONAL MATERIALS FOR
HEALTH EDUCATION COURSE HL51
PUTTING YOURSELF IN CHARGE

ITEM	CHECK WITH LOCAL BOOKSTORE, OR IF NOT AVAILABLE, WRITE DIRECTLY TO PUBLISHER.	PRICE	QUANTITY	PURPOSE
STRESS TEMP. #ST77	Conscious Living Foundation P.O. Box 513 Manhatten, KS 66502		100	A hand thermometer to be used by students for home training sessions in biofeedback training sessions.
MANAGING STRESS, ANXIETY & FRUSTRATION #640-JH (filmstrip) Human Relations Media	Sunburst Communications 39 Washington Avenue Pleasantville, N.Y. 10570	$159.00 ea. + shipping	1	A filmstrip series in 4 parts. What is Stress, Stress and the Body, Relaxation Techniques, Life Management Skills.
UNDERSTANDING STRESS & CONFLICT #463-JH (filmstrip)	Sunburst Communications 39 Washington Avenue Pleasantville, N.Y. 10570	$129.00 ea. + shipping	1	Filmstrip series in 3 parts. What is Stress, Stress and Anxiety, Coping with Stress.
KICKING YOUR STRESS HABITS A Do-It-Yourself Guide for Coping With Stress #D57-GN	Learning Resources Corp. University Associates, Inc. 8517 Production Avenue P.O. Box 26240 San Diego, California 92126	$12.50 ea. + shipping	1	A teacher resource for background information. Can be used in lecture preparation and as an activity supplement.
COLLEGE ACHIEVEMENT THROUGH SELF-HELP A Planning & Guidance Manual for Minority Students #217442 1978	Educational Testing Service P.O. Box 2885 Princeton, N.J. 08541	$5.25 ea. + shipping	1	An excellent resource for the classroom that can be used by students to prepare for college entrance.

RECOMMENDED INSTRUCTIONAL MATERIALS FOR
HEALTH EDUCATION COURSE HL51
PUTTING YOURSELF IN CHARGE

ITEM	CHECK WITH LOCAL BOOKSTORE, OR IF NOT AVAILABLE, WRITE DIRECTLY TO PUBLISHER.	PRICE	QUANTITY	PURPOSE
THE MINORITY COLLEGE STUDENT EXPERIENCE: A Case For The Use of Self-Control Systems #242221	Educational Testing Service P.O. Box 2885 Princeton, N.J. 08541	$3.50 ea. + shipping	1	A monograph for teacher use that reviews the literature, characteristics and attitudes of minority students, problems of the minority student and other areas of interest.
UNDERSTANDING AND MANAGING STRESS	Learning Resources Corp. University Associates, Inc. 8517 Production Avenue P.O. Box 26240 San Diego, CA 92126	$45.00 ea. + shipping	1	A teacher resource for background information and suggested classroom activities.
THE WELLNESS WORKBOOK Ten Speed Press (copyrighted)	Consulting Psychologists Press P.O. Box 11636 Palo Alto, CA 94306	$18.50/pkg of 10 + shipping	3 pkg.	A self-evaluation scale to be used by students when evaluating lifestyles and relationship of disease and lifestyle.
OCCUPATIONAL STRESS SERIES Alan A. McLean, M.D.	Addison-Wesley Publishing, Co Jacob Way Reading, MA 01867	$31.50/set + shipping and tax	1 set	A series of six texts that will give teachers insight into the relationship between work and stress.
HEALTH, STRESS AND COPING Aaron Antonovsky 1979	Jossey-Bass Inc., Publishers 433 California Street San Francisco, CA 94104	$15.95 ea. + shipping and tax	1	A teacher resource in textbook form. Not for use by students but helpful to the teacher for obtaining a scholarly background on coping and stress.
THOUGHTS AND FEELINGS The Art of Cognitive Stress Intervention McKay-Davis-Fanning 1981	New Harbinger Publications 2200 Adeline, Suite 305 Oakland, CA 94607	$11.50 ea. + shipping	1	A teacher-student resource which covers 12 self-help techniques for cognitive stress intervention.

RECOMMENDED INSTRUCTIONAL MATERIALS FOR
HEALTH EDUCATION COURSE HL51
PUTTING YOURSELF IN CHARGE

ITEM	CHECK WITH LOCAL BOOKSTORE, OR IF NOT AVAILABLE, WRITE DIRECTLY TO PUBLISHER.	PRICE	QUANTITY	PURPOSE
THE RELAXATION AND STRESS REDUCTION WORKBOOK Davis-McKay Eshelman	New Harbinger Publications 2200 Adeline, Suite 305 Oakland, CA 94607	$11.50 ea. + shipping	1	Teacher-student resource containing simple, concise, step by step directions for mastery of 14 stress reduction techniques.
THE BRAIN, STRESS AND STRESS MANAGEMENT SERIES (six tapes) Includes the following: • Stress Without Distress: Evolution of the the Functional Concept by Hans Selye • Life Events and Illness: The Discovery of the Concept, by Richard Reahe • Chronic Stress: A Major Health Hazard, by Carl Thoresen • The Relaxation Response: An Innate Capacity for Dealing with Stress, by Herbert Benson • Coping with Stress to Stay Healthy, by Ethel Roskies • The Role of the Brain in the Health of the Body, by Neal Miller	ISHK Book Service Dept. T-5 P.O. Box 176 Los Altos, CA 94022	$12.50 ea. individual tapes. $49.95 complete series of six tapes (+ shipping)	1 complete series	A teacher-student resource for classroom use. This extraordinary series of tapes traces the origins of the stress concept in Hans Selye's own words, and continues with recent discoveries in the effects of life changes on illness, coping with stress and the new view of the brain's role in health.
STRESS FOR SUCCESS (From Theory Into Practice, Vol. 22, #1, 1983) by Walter H. Gmelch	Ohio State University 101 Ramseyer Hall 29 W. Woodruff Avenue Columbus, Ohio 43210	No fee for instructional reproduction	1 original for duplication	Periodical readings for Unit II.
QUIET, PLEASE (From Reader's Digest, October, 1984) by Peter Steinhart	Audubon 950 Third Avenue New York, N.Y. 10022	No fee for instructional reproduction	1 original for duplication	

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PUTTING YOURSELF IN CHARGE

ITEM	CHECK WITH LOCAL BOOKSTORE, OR IF NOT AVAILABLE, WRITE DIRECTLY TO PUBLISHER.	PRICE	QUANTITY	PURPOSE
JOURNAL OF HUMAN STRESS (quarterly)	Opinion Publications, Inc. RR#1, Box 396 Shelburne Falls, MA 01370	$40.00/yr. for institutional subscription	1	A teacher resource to keep abreast of new research. Scientific integrity based on solid methodology. Features include major review of articles. Will save teacher time and keep teacher on growing edge of new research. Reprints of back issues and discounts on bulk orders for classroom use available to subscribers.
BETWEEN HEALTH AND ILLNESS by Barbara Brown	Bantam Books, Inc. 666 Fifth Avenue New York, N.Y. 10019	$3.95 ea. + tax	1	These paperback books are for special assignments in Unit IV.
NEW MIND - NEW BODY by Barbara Brown	Bantam Books, Inc. 666 Fifth Avenue New York, N.Y. 10019	$2.50 ea. + tax	1	
SUPERMIND! THE ULTIMATE ENERGY by Barbara Brown	Bantam Books, Inc. 666 Fifth Avenue New York, N.Y. 10019	$3.95 ea. + tax	1	
ANATOMY OF AN ILLNESS by Norman Cousins	Bantam Books, Inc. 666 Fifth Avenue New York, N.Y. 10019	$5.95 ea. + tax	1	
BEYOND THE RELAXATION RESPONSE by Herbert Cousins	Random House, Inc. 201 East 50 St. New York, N.Y. 10022	$12.50 ea. + tax	1	
REALITIES OF NUTRITION by Ronald M. Deutsch	Bull Publishing Company P.O. Box 208 Palo Alto, CA 94302	$12.95 ea. + tax	1	This teacher-student resource is part of the Berkeley series in nutrition about foods as they relate to health and well being.